

# THE EVALUATION PROCESS FOR PRINCIPALS

## Purpose

The purpose of the evaluation component of the Administrative and Supervisory Professional Growth System (A&S PGS) is to assure and document quality performance of principals for MCPS and to provide feedback to principals for their own professional continuous improvement. The process clearly outlines expectations and measures that are based on the six standards of performance. “The evaluation system also provides MCPS with information from which professional development programs can be developed, personnel selection procedures can be appraised, and the adequacy of human and material resources can be assessed.” (MCPS-MCAASP negotiated agreement)

The structure of the evaluation process recognizes the complexities of the principalship and provides opportunities for continuous improvement. The principal’s strengths are recognized and nurtured. Strengths and areas of need are documented through multiple sources of data. Principals are given the necessary support and resources to address identified needs and improve performance. Support may include training, a mentor/coach, a consulting principal, the community superintendent, the associate superintendent, the director of school performance, and the evaluation support cycle as outlined below.

Between formal evaluation years, principals participate in professional growth activities as part of the professional growth cycle, which is described in the Professional Development component of the A&S PGS Handbook. These growth activities are based upon individualized professional development plans (PDP’s) for each principal.

## Elements of the Evaluation Process

**I. Evaluators**—The community superintendent or associate superintendent to whom the principal is assigned is responsible for completing the formal evaluation.

**II. Frequency Schedules**—Formal evaluations are required as follows:

- ◆ First and second year as an MCPS principal
- ◆ First year after a change of level and then return to cycle
- ◆ Fifth year
- ◆ Ninth year
- ◆ Every fifth after the ninth year

*Note:* A Special Evaluation may be used in any year using the process in #III below.

### **III. Annual Review Process in Non-Evaluation Years**

During professional growth years, the principal gathers data for the two annual meetings with the community superintendent (or associate superintendent) and director of school performance. These meetings will occur at the beginning and the end of the school year to review data sources in order to set goals, review goals, and review performance in relation to the six standards and the school improvement process.

A. Performance with no concerns:

If these annual reviews indicate that progress is continuing and there are no concerns, the principal will continue in the professional growth cycle that will include a personal Professional Development Plan, as described in the Professional Development component of the A&S PGS Handbook, and the

school improvement process plan. Novice principals, principals new to MCPS, and principals new to an assignment do not write professional development plans in their first year.

B. Performance with concerns:

1. During the first semester, if the community superintendent (or associate superintendent) identifies and documents concerns regarding the principal's performance in relation to the six standards through two formal observations, the principal will be provided training and/or support by a consulting principal and the director of school performance. The role of the consulting principal is defined in Appendix B. The principal, consulting principal, director of school performance, and community superintendent (or associate superintendent) will develop an improvement plan that outlines the concerns, the goals for improvement, the training and other supports, and the specific data points that will measure the improvement. The community superintendent (or associate superintendent) will review the data points of the improvement plan and the input from the consulting principal by April 1.
  - ◆ If the community superintendent (or associate superintendent) finds that the principal has met the goals of the improvement plan, the principal continues in the professional growth cycle.
  - ◆ If the community superintendent (or associate superintendent) documents that the principal did not meet the goals of the improvement plan, a second observer will complete an observation before the principal receives a special evaluation. The community superintendent (or associate superintendent) will complete the special evaluation by May 1.
  - ◆ If the principal's performance is rated as "Does not meet standard", he/she is placed in the Evaluation Support Cycle for the next school year.
2. During the second semester, if the community superintendent (or associate superintendent) identifies and documents concerns regarding the principal's performance in relation to the six standards through two formal observations, the principal will be provided training and/or support by a consulting principal and the director of school performance, as outlined in #1 above.
  - ◆ The community superintendent (or associate superintendent) will review the data points of the improvement plan and the input from the consulting principal by December 1.
  - ◆ If the community superintendent (or associate superintendent) finds that the principal has met the goals of the improvement plan, the principal continues in the professional growth cycle.
  - ◆ If the community superintendent (or associate superintendent) documents that the principal did not meet the goals of the improvement plan, a second observer will complete an observation before the principal receives a special evaluation. The community superintendent (or associate superintendent) will complete the special evaluation by January 1.
  - ◆ If the principal's performance is rated as "Does not meet standard", the principal is placed in the evaluation support cycle for the remainder of the school year and the first semester of the next school year.

#### ***IV. Collection of Evaluation Data***

The community superintendent (or associate superintendent), director of school performance, consulting principal, and/or the superintendent's designee will collect and analyze data from observations, conferences, meetings, and other related data sources. This should be an on-going and cumulative process documenting progress over time. Where significant performance issues are identified, second observer(s) will be assigned. In the event that the second observer does not have experience as a principal, the principal being observed may request a third observer who has had experience as a principal.

- A. Data sources will include two meetings—a meeting at the beginning and one at the end of each school year—between the principal and the community superintendent (or associate superintendent) and the director of school performance to review goals and progress in the principal’s professional development plan and the school improvement process.
- B. In addition to the two meetings, there will be formal observations and other visits and interactions as needed to document performance in relation to the six standards. During an evaluation year at least two formal observations are required, one of which must be scheduled in advance. Formal observations require that the person being observed has full knowledge of the observation, that a written report is shared with the person, and the person has the right to respond to the observation report. It is recommended that observations should be a minimum of thirty (30) minutes in length or longer as appropriate. Examples of formal observations and visits include:

- ◆ Staff meetings
- ◆ Student meetings
- ◆ Special education meetings
- ◆ Parent /community meetings
- ◆ School Improvement Team meetings
- ◆ Instructional Leadership Council meetings
- ◆ Staff evaluation conferences
- ◆ Parent conferences
- ◆ Supervisory school visits
- ◆ Staff, student, and parent interactions

- C. The community superintendent (or associate superintendent) will collect and analyze in conjunction with the principal a variety of required data sources as a part of the evaluation. Data sources include:

Required Data Sources

- ◆ Formal observations
- ◆ School Improvement Process Plan
- ◆ Quarterly School Improvement Process summaries
- ◆ Professional Development Plan
- ◆ State and local Student Assessment data
- ◆ System of Shared Accountability
- ◆ Staff Profile including, but not limited to, turnover, diversity, attendance, and experience

Other Performance Data Sources based on the six standards

- ◆ Local school parent, student, and staff surveys
- ◆ Principal’s portfolio
- ◆ The principal’s use of MCPS parent, student, and staff surveys

## ***V. Evaluation Year***

Principals enter the evaluation year in accordance with the frequency schedule (see #II above) of the evaluation process. During formal evaluation years, the community superintendent (or associate superintendent) and at least one other qualified observer will complete observations, gather information, and review data sources with the principal. During formal evaluation years, a minimum of two, formal observations are required with at least one each semester. One formal observation must be done by the community superintendent. The evaluation is based on the data outlined in #IV in relation to the six standards, performance criteria, and descriptive examples. The community superintendent (or associate superintendent) completes the evaluation by May 1.

- ◆ If the principal meets standard, the principal continues in the professional growth cycle.
- ◆ If the community superintendent (or associate superintendent) identifies concerns during the formal evaluation year, a consulting principal is assigned for support and an improvement plan is developed. The community superintendent (or associate superintendent) completes the evaluation by May 1. If the principal meets standard, the principal continues in the professional growth cycle. If the principal does not meet standard, he/she enters the Evaluation Support Cycle.

## ***VI. Special Evaluation/Evaluation Support Cycle***

During the special evaluation/evaluation support cycle, the principal will receive clear expectations and support from the community superintendent (or associate superintendent), the director of school performance, a consulting principal, and the Review Panel. The consulting principal, the community superintendent (or associate superintendent), and the principal will collaborate on the development of an improvement plan that will include the identification of the specific areas of need, the expected improvements, and the support that will be provided by the consulting principal and community superintendent (or associate superintendent), and the specific data that will be used to determine effectiveness. The goal of this intense intervention is to provide assistance and opportunities to the principal in order to meet all standards. The principal takes responsibility for involvement in developing the improvement plan and in meeting standards.

The principal enters the Evaluation Support Cycle through a “Does not meet standard” evaluation. The Evaluation Support Cycle includes the following:

- ◆ The consulting principal provides direction and support to the principal. He/she will observe and confer with the principal and submit quarterly reports to the community superintendent (or associate superintendent) and the Review Panel on the supports provided to the principal and the principal’s progress on the improvement plan. By April 1 of the Evaluation Support Cycle year, the consulting principal will complete a summary report on the principal’s progress in the improvement plan.
- ◆ The community superintendent (or associate superintendent) will also monitor progress on the improvement plan through quarterly observations and meetings with the principal. As outlined in “Collection of Evaluation Data” above, the community superintendent (or associate superintendent) will complete the evaluation using multiple sources of required data to document each standard. The community superintendent (or associate superintendent) will complete the evaluation by the due date.
- ◆ The Review Panel is comprised of the coordinating community superintendent, two community superintendents not assigned to that principal, and three principals recommended by MCAASP. The superintendent or designee will approve the membership for the panel. This panel will receive quarterly updates from the community superintendent (or associate superintendent) and the

consulting principal on the progress of the principal on the improvement plan. Panel members may provide suggestions for support in helping the principal meet the goals of the improvement plan to meet standard at the end of the year of the evaluation support cycle. The panel makes final recommendations to the superintendent.

### ***VII. Decisions Regarding the Evaluation Support Cycle***

If the community superintendent (or associate superintendent) and consulting principal agree that the principal has met standard, the principal will return to the professional growth cycle.

If the community superintendent (or associate superintendent) and the consulting principal agree that the principal did not meet standard or they could not agree if the principal met standard, they will present their findings to the Review Panel. The principal will also have an opportunity to present information to the Review Panel. After considering all of the information, the Review Panel makes one of the following recommendations to the superintendent by May 15:

- ◆ The principal returns to the professional growth cycle.
- ◆ The principal is reassigned to another administrative position.
- ◆ The principal is reassigned to a non-administrative position. Principals who are tenured as teachers in MCPS are still tenured for teaching positions when dismissed from A&S positions.
- ◆ The principal is dismissed from MCPS.

If the panel cannot reach agreement, the superintendent or his designee makes the decision.

### ***VIII. Appeal Process***

Through these procedures the A&S PGS establishes that the principal is an active participant throughout the evaluation process. The meetings held at the beginning and end of each year, the post observation conferences, and the development of any improvement plans are examples of the opportunities for collaboration among the community superintendent (or associate superintendent), the principal, and others involved. The school system shall be responsible for maintaining the confidentiality of an individual's evaluation process and all related documents. The following appeal process will be available:

- ◆ The principal may respond in writing to any observation report within ten (10) working days of receiving the report.
- ◆ The principal may respond in writing to an evaluation within ten (10) working days of receiving the evaluation.
- ◆ The principal may request a review of the evaluation by the coordinating community superintendent.
- ◆ The principal may submit information and request a meeting with the superintendent or designee to discuss the recommendation of the Review Panel.

## APPENDIX A FOR EVALUATION PROCESS FOR PRINCIPALS

### GLOSSARY

**Qualified Observer** is the superintendent, the community superintendent (or associate superintendent), or one of their professional assistants.

**Consulting Principal** an employee of MCPS assigned to the Office of Organizational Development who works to mentor, support, and coach principals and who makes recommendations to the Review Panel.

**Review Panel** consists of the coordinating community superintendent, two community superintendents not assigned to the principal, and three currently sitting principals. The panel reviews the reports and recommendations of the community superintendent (or associate superintendent) and the consulting principal, and then presents recommendations to the superintendent on personnel actions for principals in the Evaluation Support Cycle.

**Formal Observations** require that the person being observed knows that he/she is being observed, that a written report is shared with the person, and that the person has the right to provide a written response to the report.

**Supervisory School Visit** is a visit by the community superintendent (or associate superintendent) and the director of school performance. The supervisory school visit is related to the evaluation of the principal. The community superintendent (or associate superintendent) determines what is observed related to the identified needs of the principal and/or the needs of the school. The supervisory school visit will be one of the data points for the principal's evaluation.

**Walk-Through** is an activity used to increase the quality and frequency of intellectual discourse about teaching and learning. The walk-through is not a part of the principal's evaluation. This professional development walk-through can be accomplished in collaboration with the community superintendent (or associate superintendent), director of school performance and school staff. It is hoped that these walk-throughs will become common practice in the school where school staff decide to analyze various practices. In addition, if the principal is interested in obtaining feedback about a particular program or initiative, the local school can request that staff from the central office visit a school to look at a particular program or initiative in order to provide feedback to the school about how a certain initiative is being implemented. This type of walk-through could also provide insight for central office staff regarding support needed by the local school.

**Principal's Portfolio** provides the principal with the opportunity to collect and present a variety of data sources describing his/her performance. The portfolio could include information from parents, staff, or students; results of school meetings or surveys; course work; attendance or presentations at professional conferences; examples of professional activities within MCPS or other educational groups. It is an optional tool maintained by the principal to address the six standards.

**Special Evaluation** is an evaluation scheduled out of the regular sequence as described in the Evaluation section. The purpose of the special evaluation is to address serious deficiencies in the principal's performance on the six standards. Observations by both the community superintendent (or associate superintendent) and another qualified observer are required. A special evaluation can result in referral to the evaluation support cycle, or to return to the professional growth cycle.

**Evaluation Rating** is a decision made by the community superintendent (or associate superintendent) based upon a holistic view of the evidence regarding an individual's performance on all the standards. The rating will state that the individual either "meets standard" or "does not meet standard". Evaluations also require a second observer if the evaluation will be below standard.

## **APPENDIX B FOR EVALUATION PROCESS FOR PRINCIPALS**

### **THE ROLE OF THE CONSULTING PRINCIPAL**

The purpose of the consulting principal role is to provide support for the principal (client). In order to accomplish this, the consulting principal meets initially with the community superintendent and, at the request of the community superintendent, the director of school performance to obtain information about the needs of the client. As soon as possible thereafter, the consulting principal meets with the client. The priority of the position is to provide sufficient time for effective interactions with the client. The consulting principal organizes a meeting with the client, the community superintendent, and the director of school performance at which the consulting principal facilitates the development of an improvement plan. This plan is the basis for identifying needs, providing support, establishing a timeline, and determining the measures by which the client is expected to meet standard.

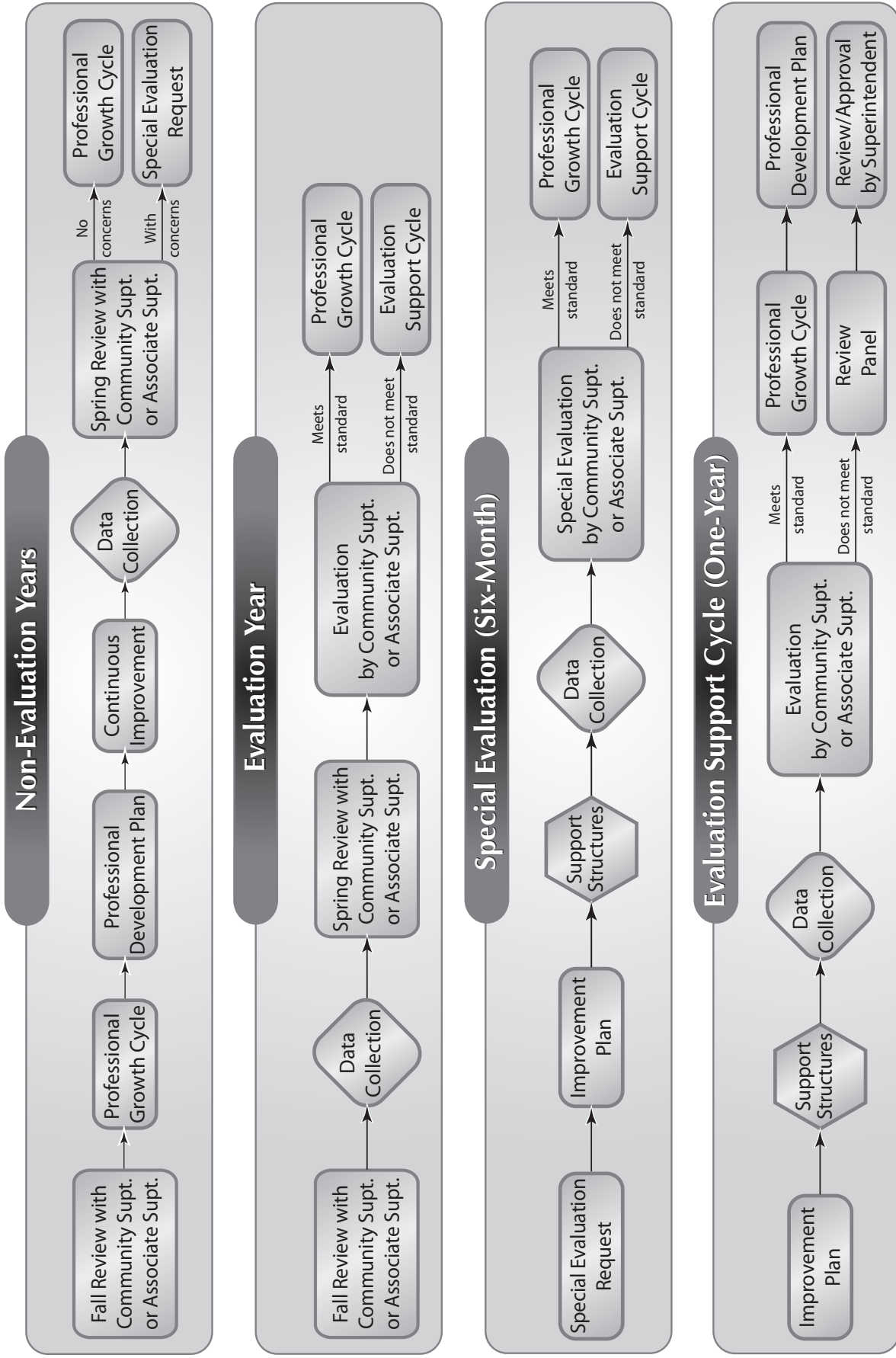
The consulting principal is responsible for coaching and mentoring the client. The consulting principal provides direction and coaching with regard to the supports that are available from within MCPS and from outside sources. The consulting principal provides assistance to the client with regard to areas of need as identified on the improvement plan. The consulting principal helps the client set priorities and maintain a focus on improvement.

The consulting principal shall be responsible for the following:

- ◆ Making frequent visits with informal support
- ◆ Analyzing problems and suggesting options
- ◆ Identifying resources for the client principal
- ◆ Conducting two formal observations with post conferences each semester
- ◆ Providing written reports on the formal observations to the client and the community superintendent
- ◆ Communicating with the community superintendent and director of school performance regarding the client's progress
- ◆ Preparing quarterly reports to the Review Panel
- ◆ Making a recommendation regarding the client's status to the Review Panel at the end of the formal plan's timeframe

To accomplish this role, training is provided to the consulting principal based upon the knowledge, skills, and abilities outlined in the job description. A consulting principal shall be an experienced principal in MCPS and hired for the position of consulting principal for a three-year term. After this term, the consulting principal is expected to return to the principalship.

# ADMINISTRATIVE & SUPERVISORY PROFESSIONAL GROWTH SYSTEM EVALUATION PROCESS



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